DOCUMENT RESUME

ED 122 012 CE 006 854

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TITLE Change Orientation and Perceptions of Emerging Professional Roles Held by Teachers of Home Economics in Virginia.
INSTITUTION Texas A and M Univ., College Station.
PUB DATE Aug 75
NOTE 60p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Attitude Tests; *Changing Attitudes; Data Analysis; *Home Economics Teachers; Research Methodology; *Role Perception; *Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Role
IDENTIFIERS Virginia

ABSTRACT

The study was conducted to identify and analyze change orientation and perceptions of emerging professional roles held by teachers of home economics in the public schools of virginia. A random sample of 330 teachers participated in the study. Five hypotheses were formulated based on a review of past literature. Data were collected utilizing a three part instrument, Change Orientation and Perceptions of Emerging Roles (COPER), comprising: (1) a 21-item Measure of Change Orientation Inventory, (2) a 17-item version of the Lee Delphi instrument and the 20-item Measurement of Professional Commitment, and (3) 10 biographical and professional items related to the identification of innovativeness and change orientation. The findings of the study indicate that: (1) no significant differences existed among teachers in either change orientation or in Perceptions of emerging professional roles with respect to level or size of institutional program in an overall analysis, although variable by variable analysis revealed significant differences and interactions, (2) significant relationships among teachers existed between change orientation and perceptions of professional roles, and (3) change orientation was negatively related to years in teaching, age, and years in the same school. Conclusions, implications, and recommendations are discussed at length. A 14-page list of references is included. (Author/EC)

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ED122012

CHANGE ORIENTATION AND PERCEPTIONS OF EMERGING PROFESSIONAL ROLES HELD BY TEACHERS OF HOME ECONOMICS IN VIRGINIA

A Report of Research

by

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August 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Objectives: The major objectives of this study were to: (1) establish the status of change orientation, (2) ascertain perceptions of emerging professional roles, (3) determine whether level or size of institutional program were factors in change orientation and perceptions of emerging professional roles, and (4) determine whether a relationship existed between change orientation and perceptions of emerging professional roles. Teachers of home economics in the public schools of Virginia comprised the sample. Findings: No significant differences among teachers existed in change orientation or perceptions of emerging professional roles with regard to level or size of institutional program in an overall analysis. A variable by variable analysis revealed significant differences and interactions.

No significant relationships existed between change orientation and professional commitment. Change orientation was negatively related to years in teaching, age, and years in the same school. Significant differences existed for concepts in emerging roles: seeking top management positions in business, increasing involvement in shaping public policies, training paraprofessionals to give services to families, and taking a stand on public issues more frequently. Professional commitment was positively related to: number of professional publications read monthly, workshops as a source of new ideas, number of years in the same school, income, and age. Supervisors were perceived to be a source of new ideas used in teaching by less than half of the sample, while magazines and journals were used by over 85 percent. Conclusions: Teachers in small schools agree to a greater extent than do teachers in large schools that individualized instruction using behavioral objectives is valuable in helping students succeed; (2) teachers in large schools agree to a greater extent than do teachers in medium sized schools that differentiated team teaching is asking too much of established teachers;

(3) teachers in large high schools disagree to a greater extent than do teachers in large junior high schools that team teaching allows them to put more varied content into lesson plans; (4) the longer one teaches and the longer one remains in the same school the less change oriented one becomes; (5) younger teachers tend to be more change oriented than older teachers; (6) emerging professional roles are perceived to be more desirable than probable; (7) teachers are undecided about the use of research and entering the political arena; (8) dropping foods and clothing from college curriculums is perceived to be more probable than desirable in the next ten years.

Implications: Programs of planned change on a local rather than on a statewide level appear to be more beneficial and efficient for teachers and administrators. New roles expected of teachers need administrative assistance through example in motivation and innovative behavior. Roles, goals, and objectives of supervision, college courses, and degree requirements appear to need identification and clarification as to methods and techniques for motivating and effecting innovative behavioral changes in teachers.

PREFACE

Personnel in different educational areas are becoming increasingly aware of the importance that a teacher's attitude toward change plays in that teacher's receptiveness of new ideas and practices which in turn may affect what happens in the classroom. Pressures to change the roles traditionally held by teachers are mounting. Questions arise, not only as to what roles should be, but what roles will be in the future. Teachers, too, feel the impact of "future shock." This timely study by Dr. Florence F. Hood was to identify and analyze orientation toward change and perceptions of emerging professional roles held by teachers of home economics in Virginia. She currently is associate professor of home economics, Division of Home Economics, Norfolk State College, Norfolk, Virginia.

The findings, conclusions, implications, and recommendations reported by Dr. Hood provide insights and much "food for thought" for persons concerned with home economics programs. The results of the study also have implications for program planners, supervisors, administrators, and teacher educators in all areas of vocational education.

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August, 1975

ACKNOWLEDGEMENT

Acknowledgement is made to the Division of Vocational Education, State Department of Education, Richmond, Virginia, for permission to conduct the study in that state, and to division superintendents who granted permission for their teachers in the respective schools to voluntarily participate in the research. Special acknowledgement is given to colleagues who granted permission to build upon their previous research efforts in vocational education.

Gratitude is expressed to those teachers who assisted with the development of the COPER Opinionnaire, and to those teachers who served as the sample for the study. Contributions of several faculty members at Texas A&M University who assisted in the design and conduct of the research are acknowledged and appreciated. The encouragement and support of Dr. and Mrs. Floyd G. Bevers have aided in bringing this endeavor to fruition. Grateful acknowledgement is given to Dr. Amelia E. Adams, Carolyn F. Willie, and Sara Morris for technical assistance and the use of facilities at Norfolk State College.

Sincere appreciation is extended to Dr. James E. Christiansen who served as chairman of the original research and provided guidance in the preparation of this report.

Florence F. Hood

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CHANGE ORIENTATION AND PERCEPTIONS OF EMERGING PROFESSIONAL ROLES HELD BY TEACHERS OF HOME ECONOMICS IN VIRGINIA

Introduction

From the earliest days of home economics as a component of the vocational education program, a major role has been that of contributing to the quality of family life and individual development (Marshall, 1973; St. Marie, 1974a). The heart of home economics has revolved in and around social conditions, needs, and changes in each of these. In recent decades technological advances have produced enormous shifts in the market place and in social and cultural dynamics. Consequently, the effects of these changes have been reflected in home and family living. As the family has continued to relinquish responsibilities for numerous social functions, schools have been expected to play a larger role in the total development of youth (Rich, 1968).

This changing climate of American society has brought about growing demands on education at all levels to become more responsible in meeting the needs of students and society as a whole. Accountability and cost effectiveness have become linked to performance, especially to that of the classroom teacher. Accountability calls for a revamping of much of the traditional thinking about the roles of educational personnel, institutions, and programs; it implies precise educational goals and it forecasts the measurement of achievement; it means, in effect, that schools and colleges will be judged by how they perform, the success of constituents, and not by what they promise (Davis, 1970; Dyer, 1970; Lieberman, 1970; Lopez, 1970).

Paradoxically, as the world seems to be drawn closer together by instant communication and world-wide transportation systems, other forces tend to separate. Changing patterns of life, beginning with the home and family and extending to organizational structures, create diverse conflicts and resistance to change (Saunders, Phillips, & Johnson, 1966). Fluctuating and mixed values, rising expectations, and social problems may be expected to bring about continued modifications in the basic institutions of social control as well as in interpersonal and intergroup relations (Dow, 1974). Knowledge and population explosions, student unrest, and the boom in applied research are some of the kinds of changes which are exhibiting great magnitude and progressive rapidity. Such inevitable changes continue to bring about new ideas, patterns of living and occupations which call attention to the lag between the creation and dissemination of such ideas (Parker, 1971).

Thus, educators are being forced to examine traditional patterns and move toward future orientation in thinking and planning. This is no less true of home economics than any other discipline. Recent findings indicated that home economists and the general public are uncertain of specific goals which home economists support (Yankelovich, 1974). Not only is home economics thoroughly misunderstood, but it is also stereotyped and polarized. The key to solutions for some of these issues was seen to be that of long range planning in terms of defining goals and values of the profession.

Efforts were made at the 11th Lake Placid Conference in 1973 to identify emerging professional roles to be assumed by home economists in the future (St. Marie, 1974a). In a new statement for the profession, "Home Economics--New Directions II", it was noted that home economics accepts the challenge of helping people adjust to change and to shape the future. New directions are further addressed to futuristic thinking and planning, the creative adaptation

to uncertainty and change, and new professional dimensions in response to change. Matching roles to needs was seen as a priority in meeting the changing needs of family and society (Bivens, Fitch, Newkirk, Paolucci, Riggs, St. Marie, & Vaughn, 1975).

Though continuous demands for schools and teachers to change have been hurled at this segment of the social system, strategies and tactics essential in the change process continue to be illusive and nebulous. Teachers, and more specifically, home economics teachers, are being called upon the change, when, in fact, they may not be knowledgeable about the change process. Sarason (1971) concluded that educators possess limited knowledge about the processes of implementing change, while Bice (1970) reported that it may take up to 50 years from the time an educational innovation is introduced until it enjoys widespread use among teachers. Lortie (1973, p. 493) reminded that the lack of overview of teachers and their work constrains capacity to deal with change, and that the image appears to be blurred; ". . .as if we were trying to chart particular acreage without a map of the general terrain."

Howsam (1967) contended that where change is desired, administrators and supervisors favorable to change must be provided. It was concluded by Adamsky (1973) that educational change is a multivariate phenomenon and that teachers could be influenced to adopt new innovations. Coch and French (1948) reported that people tend to change more rapidly when they perceive the change to be in keeping with their purposes and when they are actively involved in making decisions about these changes. The threat of change and the ill effects which may accompany change appear to be reduced when those involved in implementation have an opportunity to participate directly in determining not only the necessity for but also the procedures in making the change. The rapidity of change rather than change, per se, may be a cause of threats (Toffler, 1974).

Kelly (1963) stated that conditions are meaningful only in relation to the ways in which the individual perceives them. Teachers are affected by self-concept, levels of aspiration, unique motivational orientation, the perceived relevance of what is being offered to his unique goals, previous experiences, and his belief-value system (Sergiovanni & Starratt, 1971). Furthermore, teachers do not perceive their roles to be identical with those perceived for them by parents (Twyman & Biddle, 1963; Welling, 1974), students (Bush, 1967), nor their principals (Lambert, 1970; Bisbee, 1973; Washington, 1974). Nor do teachers perceive the roles of principals of vocational-technical centers as do superintendents and principals (Cooper, 1974). Such a study was conducted in Virginia.

Though many studies involving the perceptions of teachers for the roles of various associates appeared in the literature, few were found which considered the status of teacher perceptions for their <u>own</u> roles within the school setting. No such studies were identified as having been conducted in Virginia with emphasis on current role changes and expectations. Therefore, if teachers of home economics in Virginia (and elsewhere) are to become a "new breed" of home economist (East, 1973), it appeared vital to this change process that perceptions of teachers with respect to these emerging professional roles be investigated. Knowledge about the degree of change orientation or innovativeness of these teachers appeared basic in designing strategies for implementing desired changes.

Purpose

The major purpose of this study was to identify and analyze change orientation and perceptions of emerging professional roles held by teachers of home economics in Virginia. Objectives to accomplish this purpose were:

1. Establish the status of change orientation exhibited by teachers of home economics in Virginia.
2. Ascertain perceptions of emerging professional roles held by teachers of home economics in Virginia.
3. Determine whether or not level of institutional program is a factor in change orientation and perceptions of emerging professional roles exhibited by teachers of home economics in Virginia.
4. Determine whether or not size of institutional program is a factor in change orientation and perceptions of emerging professional roles exhibited by teachers of home economics in Virginia.
5. Determine whether or not a relationship exists between change orientation and perceptions of emerging professional roles.

Significance of the Study

In the future, according to St. Marie (1974b), home economists will be called upon to:

1. Assume the role of change agent, effecting change where it is needed to improve the quality of life through policy-making rather than just helping people adjust to present conditions and situations.
2. Learn to manage diversity by accepting both knowledge-oriented and action-oriented members.
3. Develop leadership and administrative abilities.
4. Establish an interdisciplinary approach in working as a team member in joint research with other professional fields.
5. Show accountability to society with a positive cost/benefit ratio and with a positive value of home economics which has impact on people.

6. Build a strong public relations thrust and interpret home economics to the various publics regularly.
7. Identify a body of knowledge, develop clear conceptual frameworks, and establish priorities for concepts to be taught.
8. Increase knowledge and understanding of the world TODAY and of projections for the FUTURE.
9. Emphasize people research.

Jolley (1974) reiterated that course of action described at the 11th Lake Placid Conference where home economics experts evaluated the past and set directions for the future of home economics in the next decade. It was stated that home economists must take major action in developing their political skills, become more active in legislative efforts, be involved in local grass roots political issues, and take stands on social issues. Home economists must initiate legislative action instead of simply supporting the efforts of others, become actively involved in the work of government agencies, be in on decisions of government at the highest levels, and communicate family needs to decision makers.

Commitment to evolutionary changes and rejection of revolutionary tactics was suggested by Ray (1970) if professionals in home economics are really to be of maximum service to society. The many changes in home and family living within recent decades have been influential in creating new life styles and the generation gap concept. It was noted that the problems and challenges of the profession, and thus the professionals in the field, are not separate from the problems and crises in society generally. Many of the concerns of the cultural and social systems eventually impact on the practicing home economics teacher in subtle and indirect ways. "As professional home economists involved in education, the conflict between evolutionary means and revolutionary means poses

particularly critical questions, for in addition to selecting a course of action for oneself, the educator must also strike a stance in response to and as counter-point for his students (Ray, 1979, p. 716)."

Conflicts are probable between well established teaching practices and radically new teaching functions. Due allowances must be made for such discrepancies if the innovation is to work efficiently. To be realistic, predictions of the teacher role within an instructional system cannot rely merely on theoretical role expectations, but should be supported by empirical evidence of the teachers' actual behavior and interpretations. Acceptance of newer innovations should be made with a critical mind based on objective evidence. Many pedagogical innovations are fads and not all of them deserve to be integrated with or have effects upon teachers (Stukat, 1970). Deciding what should be included requires delicate judgements but such decisions must be made continuously. When an innovation is introduced by the administration, it is often implicitely taken for granted that teachers will automatically follow without consideration of teacher readiness for or resistance to change.

The need for quality education has been cited (Darland, 1970). For a society to provide guaranteed quality education, a series of interrelated groups, agencies, and institutions including the individual citizen must interact in that behalf. Teachers have been recognized as a key in the classroom influence of youth. Edmonds (1966) concluded that the performance and behavior of teachers can be changed when appropriate strategies and enough time to change are given adequate consideration.

Despite long and widespread presence on the American scene, the social structure, social psychology, and cultural aspects of schools and teachers remain largely unknown. The specifics of teacher beliefs, sentiments, and opinions, therefore, become vital. The research on teachers is generally barren of role

comparisons. The neophyte reader of the research literature would find little inquiry dealing with values and viewpoints of teachers useful to understanding parameters of teacher acceptance and rejection of various schooling approaches (Lortie, 1973). The directions of desired changes and the structure to bring them about have not received adequate study in teaching (Edmonds, 1966).

Therefore, data relevant to change orientation and perceptions of emerging professional roles of teachers of home economics evolving from this study should: (1) provide insights useful in the identification and clarification of current issues directed toward home economists; (2) prove beneficial in educational planning and decision making for preservice and inservice programs of home economics teacher education on local, state, and national levels; (3) help close gaps in educational research about perceptions of teachers as referenced in Lortie (1973) and Edmonds (1966); and (4) provide an empirical base for designing strategies significant to the implementation of desired innovations in home economics.

This study has contributed to the recommendations of Russell (1972) that further research was needed in order to improve prediction of innovative behavior of vocational teachers by service areas. Efforts were made to move in the direction suggested by Cebik (1975) toward an approach to the investigation of changing roles of women with awareness, attention, and a focus quite different from that ordinarily taken in research. Such approaches included:

1. Considering change orientation and perceptions from a sociological and psychological perspective, viewing the roles of teachers as components of a small social system, i.e., the school, as these roles interact with a much larger social and cultural system.
2. Focusing upon change as a discipline to be studied as well as a significant multidimensional factor in the social and cultural system.

3. Utilizing a modification of the Delphi technique as a research tool for collecting consensus on opinions about the desirability and probability of emerging professional roles ten years from this date.
4. Giving attention to the current trend of futurism and educational forecasting in prediction for management and planning purposes.

Attention has been called to the fact that many educators possess biases, ideas, and persuasions inconsistent with existing and current knowledge and theories. A need for a behavioral change toward more professional insights, understandings, and skills has been cited. Behavior was interpreted as a function of perceptions which exist for the individual at the time of behaving. It followed, therefore, that a program of change must include the perceptions of those expected to change. Thus, change orientation, perceptions toward emerging professional roles, and professional commitment were major components in the design of this study.

Theoretical Base

From an examination of the literature, needs for data relevant to change orientation and perceptions of emerging professional roles held by teachers of home economics were determined. The following statements and rationale evolving from the review of the literature, therefore, formed the theoretical base for this study and provided the basis for the working hypotheses developed to contribute to the attainment of the specific objectives.

1. Home economists' roles and images are misunderstood, uncertain, and polarized.
2. Home economists are currently being called upon to change attitudes and emphases toward new, more humanistic, outreaching orientation.
3. The need for home economists to clarify roles has been determined.

4. Change and the consequences of change have not drawn the attention they deserve within the teaching profession.
5. A lag between scholarly research and the pace of events in society seems to exist.
6. Few studies explore the subjective world of teachers in terms of their perceptions of what is significant for them.
7. Self-directed efforts at change are more likely to produce lasting change

If the statements above accurately portray conditions with respect to home economists, then it would appear logical to expect that:

1. In order to bring about behavioral change, perceptions and/or current opinions needed to be analyzed.
2. An application of the perceptual theory of learning appeared appropriate in such an analysis.
3. Teachers of home economics must identify their own change orientation and perceptions of emerging professional roles.

Consequently, it logically followed that:

1. Perceptions are dependent upon such factors as personal values, needs, goals, experiences, and attitudes.
2. Perceptions are more readily changed through the reexamination of one's own personal meanings.
3. Teachers' perceptions of their own roles are not identical to those held by others for them.
4. The majority of teachers can be taught to direct their own improvement.
5. The teacher has ultimate responsibility for effecting change within the classroom.

Inasmuch as it had been verified that the change orientation of vocational teachers, including teachers of home economics, could be measured on a national basis (Change Orientation Inventory, Russell, 1972), it appeared feasible to expect that change orientation of teachers of home economics in Virginia could also be measured. Since a Delphi study (The Future of Home Economics: A Delphi Study, Lee, 1973) concentrating on the future of home economics had been conducted with a national sample of home economists, it seemed reasonable to expect that teachers of home economics in Virginia would be able to provide their perceptions of emerging professional roles by responding to modifications of selected items from this study. It had been previously determined by Loftis (The Measure of Professional Commitment, 1962) that professional commitment could be reliably measured. Consequently, it seemed possible to explore these areas as they pertained to teachers of home economics in Virginia.

Hypotheses

Five hypotheses derived from the preceding theoretical base were tested in this study. The first four of these were that teachers of home economics in Virginia exhibited no differences in:

1. Change orientation according to level of institutional program.
2. Change orientation according to size of institutional program.
3. Perceptions of emerging professional roles according to level of institutional program.
4. Perceptions of emerging professional roles according to size of institutional program.

A fifth hypothesis was that there was no relationship between change orientation and perceptions of emerging professional roles held by teachers of home economics in Virginia.

Definitions of Terms

The terms listed below have been defined in order to provide a common basis for understanding the uses given them in this study.

Adoption. A decision to make full use of new ideas as the best course of action (Rogers & Shoemaker, 1971).

Adoptor category. The classifications of members of a social system on the basis of innovativeness. These categories tend to follow a bell-shaped curve over time (Rogers & Shoemaker, 1971):

1. Innovator--the first 2.5 percent of individuals in a particular population who adopt a new idea or practice.
2. Early adopter--the next 13.5 percent of individuals in a particular population who adopt a new idea or practice.
3. Early majority--the next 34 percent of individuals in a particular population who adopt a new idea or practice.
4. Late majority--the next 34 percent of individuals in a particular population who adopt a new idea or practice.
5. Laggards--the last 16 percent of individuals in a particular population who adopt a new idea or practice.

Change agent. A professional who influences innovation-decisions in a direction deemed desirable by a change agency (Rogers & Shoemaker, 1971). Also refers to the helper, the person or group who is attempting to effect change (Bennis, 1962).

Culture. Those ideas, socially transmitted and learned, shared by the members of a group toward which their behavior tends to conform (Gallaher, 1965).

Futurism. A process of studying and reacting to projected change (Burdin, 1974a).

Innovation. Any idea, practice, or object thought to be new by an individual (Rogers & Shoemaker, 1971).

Innovativeness. The degree to which an individual is relatively earlier in adopting new ideas than other members of his social system (Rogers & Shoemaker, 1971).

Opinion. "An opinion is simply a verbal statement or a judgment which may or may not indicate an attitude, which can be inferred only if some consistent and characteristic modes of behavior (including verbal opinions)are demonstrated (Sherif & Sherif, 1969, p. 472)."

Perceptions. ". . .active processes in which not only reception of stimulus input counts, but also the whole person--with his past experience, motives, and attitudes relevant to that input (Sherif & Sherif, 1969, p. 40)."

Role. A role refers to patterns of reciprocal behavior and associated expectations between two or more individuals that are characteristic and recurrent in interaction of consequences to them (Sherif & Sherif, 1969).

Social system. A collective unit functionally differentiated which engages in joint problem solving of common goals (Rogers & Shoemaker, 1971).

Procedure

The sequence followed in conducting this study was: (1) establishing a research design; (2) securing endorsement from the State Supervisor of Home Economics in Virginia to conduct the study in that state; (3) selecting a random sample of teachers of home economics to whom an invitation to participate in the study on a voluntary basis would be issued; (4) obtaining permission from superintendents represented in this sample to conduct the study in their school systems; (5) developing a reliable instrument which would adequately procure data significant to and effective in statistical treatment and analysis

of established objectives and hypotheses; (6) conducting the study through a procedure involving a mailed opinionnaire and follow-up routine; (7) treating the data statistically; and (8) analyzing and reporting findings.

Research Design

To facilitate appropriate measures in testing the first four hypotheses, a 2x3 factoral design was established. The two levels of institutional programs determined were high schools and junior high schools, each of which was further subdivided into sizes. The basis for size was determined by the number of teachers of home economics in the same school as follows: large schools, three or more; medium sized, two; and small, one teacher. A third level of institution, remaining or other, included elementary, occupational, and special programs (a total of 17 respondents), but proved to be too small for analysis of variance. This category was included in other statistical treatments.

Scores obtained from the 21 item Change Orientation Inventory were used as a basis for establishing the status of change orientation. A basic premise in the development of this instrument was that such scores would approach a normal distribution, and therefore, could be adapted to the normal curve whereby standard deviations from the mean would discriminate among scores. Topics of the eight subscales on this original instrument were: (a) reducing the number of under-prepared people entering the labor market; (b) meeting the special needs of disadvantaged students; (c) beginning preparation for employment at an earlier age; (d) cooperative education; (e) individualized instruction and behavioral objectives; (f) adult education; (g) team teaching and differentiated staffing; and (h) core vocational curricula.

Perceptions of emerging professional roles were determined by overall scores received from a modified version of the Lee (1973) Delphi instrument.

Separate responses were made by teachers to 17 variables selected from the original instrument for each of two components: desirability and probability. Statements from this study were categorized into seven sections: (1) content and organization of knowledge; (2) education; (3) research; (4) business and industry; (5) government and international; (6) health, welfare, and other systems for meeting human needs; and (7) other (general topics of interest to home economists). Scores from the Measure of Professional Commitment, 20 item scale (Loftis, 1972) determined the status of professional commitment, considered to be an aspect of professional role. Subgroups of items in this scale were concerned with self-understanding, social relations, creativity, autonomy, rationality, ambition, and nonfanaticism.

The 54 independent variables in the correlation analysis (routine FACTOR) which tested the fifth hypothesis included: overall scores for the COI and MOPC; 17 variables for desirability and 17 variables for probability; and 18 variables reported to be significant in determining innovativeness for biographical and professional data. From the factor mattix levels of significance were determined for the .05 level when correlations were .12 or above, and for the .01 level of significance for correlations of .16 or above (Guilford & Fruchter, 1973).

Endorsement to Conduct the Study in Virginia

A letter of endorsement was granted from the State Supervisor of Home Economics in Virginia to conduct the study in that state with the following stipulations: (1) participation of teachers must be on a voluntary basis; (2) permission from superintendents to extend the invitation to teachers in their school systems must be secured.

Sampling

A minimum sample size of 287 was established upon recommended sample size as referenced in Krejcie and Morgan (1960). To ensure a reasonable chance of attaining responses from this size of sample so that generalizations could be made to the population of 1012 teachers of home economics listed in the 1973-1974 Directory of Virginia Home Economics Personnel, a table of random numbers (Steel & Torrie, 1960) was used to select these and an additional 63 teachers for a total of 350 teachers. Permission could not be obtained from superintendents for 20 teachers to participate in the study after repeated efforts; thus, the sample size was reduced to 330 teachers.

Developing the Instrument

The concept of using an opinionnaire to collect data was derived from the review of literature which indicated that a need existed to consider the opinions and values of classroom teachers in educational planning and decision making (Lortie, 1973). No single instrument appeared adequate in soliciting data relevant to change orientation and perceptions of emerging professional roles as held by teachers of home economics. Hence, a decision was made that reliable shortened versions and/or modifications of existing instruments in combination might adequately render the desired information. Permission was requested and granted from three other researchers to include selected or modified portions of their instruments as a part of the opinionnaire being developed.

For ease of reference, the instrument was given the acronym, COPER, developed from the title: Change Orientation and Perceptions of Emerging Roles Held by Teachers of Home Economics in Virginia. This opinionnaire consisted of three parts. Part I was the shortened 21 item Measure of Change Orientation Inventory (COI, Russell, 1972) without modification except for a five point

Likert scale. Part II contained 17 items selected from The Future of Home Economics: A Delphi Study (Lee, 1973). Modifications were made with respect to the format of responses to the components of desirability and probability. A second section of Part II was the 20 item Measure of Professional Commitment (MOPC, Loftis, 1962). No changes were made in these items. Part III consisted of 10 biographical and professional items reported as being pertinent to the identification of innovativeness and change orientation. A innovativeness scale, consisting of 10 variables, was developed to serve as a source of data with respect to placing teachers in the proper adopter categories in the event that findings from other sources did not provide this information.

A jury of nine members was requested to provided candid evaluations of and suggestions for the refinement of the instrument as to: (1) content; (2) relevance; (3) appeal--the psychological effects of color, general appearance, acceptance of the acronym COPER; and (4) format--ease of taking, clearness of directions, time required to complete responses, difficulty of items, and the organization of responses. Because of the multidimensional concerns of the study, the jury was selected on the basis of reputed expertise in the following fields: vocational education, educational administration, sociology, research, educational psychology, curriculum development, statistics, and technological change.

To assist in developing a reliability broader than that which might be achieved from the use of a local pilot study only, 13 teachers of home economics from five states were selected to participate in the pilot study. Those states were: Arkansas, Louisana, South Carolina, Texas, and Virginia. The first seven pilot returns were subjected to a TESTAT program (Veldman, 1967). The Kuder-Richardson Formula 20 reliability coefficient yielded an overall

value of .90 on the instrument.

Conducting the Study

In the initial air mail packets to 330 subjects who had been granted permission to participate in the study were the following: the COPER Opinionnaire; a letter of introduction, explanation and appeal to participate in the study; a letter of endorsement from the State Supervisor of Home Economics; and a stamped self-addressed envelope for return mail. A second instrument was included with the first follow-up letter after three weeks had expired. Two additional reminder letters were mailed before 85 percent of the needed returns were received approximately eight weeks from the initial mailing. After a delayed analysis of 284 returns (99 percent of those needed in order to generalize to the population), five additional instruments were received, bringing the total number of respondents to 289, two above those needed to make appropriate generalizations to the total population.

Analysis of Data

The analysis of data involved those methods consistent with conducting descriptive research. Analysis of variance and correlation were used to test the hypotheses (Steel & Torrie, 1960). The .05 level of significance was used for accepting or rejecting the hypotheses. Statistical programs used were based on those described by Veldman (1967) for analysis in the behavioral sciences: (1) descriptive statistics; (2) analysis of variance; (3) multiple comparisons; and (4) correlation.

For data processing, the numerically weighted values, one through five, assigned to the Likert-type responses, were transferred to data processing sheets for ease of key punching. Two cards were key punched and verified for each subject on the UNIVAC 1710 VIP (Verify Interpret Punch) and on the IBM

129 Card Data Recorder in the Bryan High School, Bryan, Texas, Data Processing Department. The data analysis was completed at the Data Processing Center at Texas A&M University, College Station, Texas. The computer used in the analysis was the IBM 360/65. Data analysis utilized Fortran routines LISTER, TESTAT, DISTAT, AVSCHEFF, FACTOR, and DSCRIM.

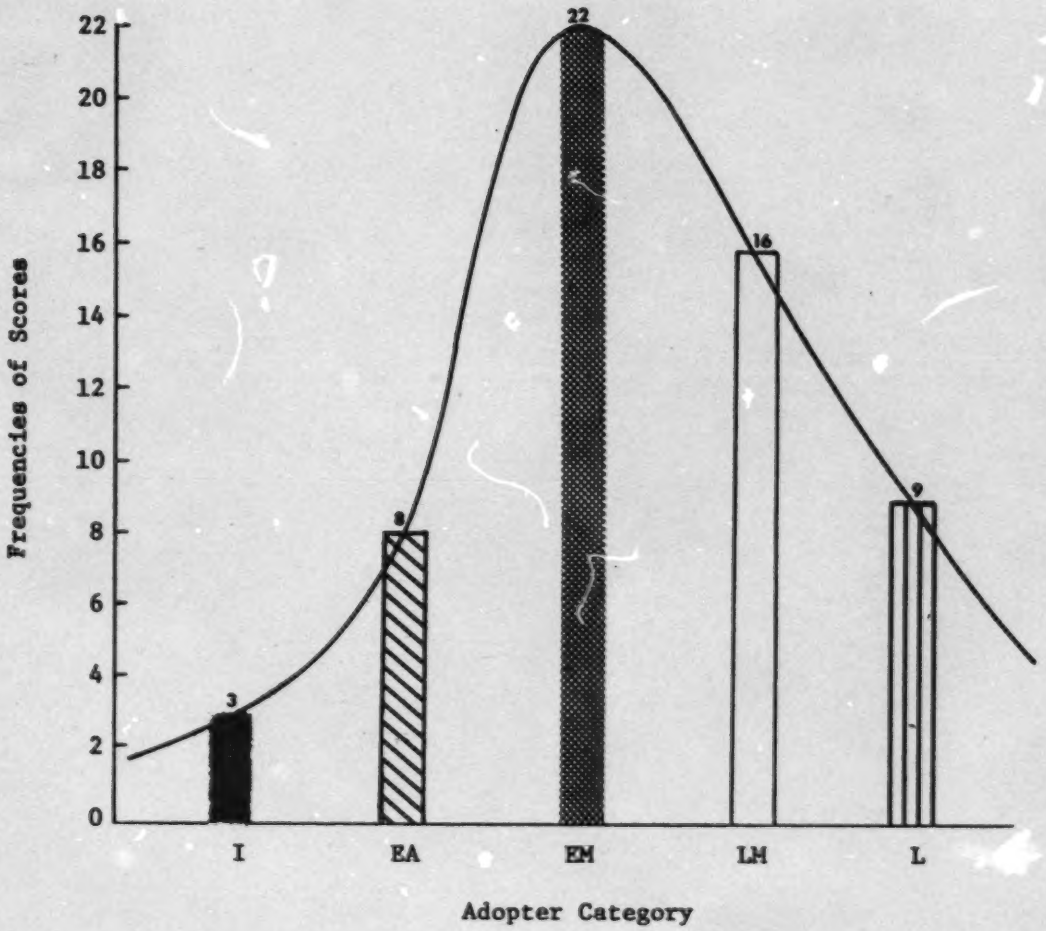
Findings

The following major findings related to the five null hypotheses tested emerged from the overall analysis of data:

1. No significant differences among teachers existed in change orientation according to level of institutional program.
2. No significant differences among teachers existed in change orientation according to size of institutional program.
3. No significant differences among teachers existed in perceptions of emerging professional roles according to level of institutional program.
4. No significant differences among teachers existed in perceptions of emerging professional roles according to size of institutional program.
5. Significant relationships among teachers existed between change orientation and perceptions of emerging professional roles.

Change Orientation. Scores obtained on the COI approached a normal distribution (Figure 1). Although an overall analysis revealed no significant differences in change orientation with respect to level or size of institutional program, a variable by variable analysis did reveal significant differences in specific variables:

1. Differences existed (with a probability of .0447) in the degree of agreement among teachers in large and small schools with respect to



I = Innovators	2.5%	Scores:	105-101
EA = Early Adopters	13.5%	:	100-92
EM = Early Majority	34.0%	:	91-84
LM = Late Majority	34.0%	:	83-75.9
L = Laggards	16.0%	:	75.1-62

Figure 1. Frequencies of scores obtained on the Change Orientation Inventory by teachers of home economics in Virginia as related to the classic rural sociology model for adopter categories showing the degree to which the curve of normal distribution was approached.

whether or not individualized instruction using behavioral objectives is valuable in helping the student succeed.

2. Differences existed (with a probability of .0400) in the degree of agreement among teachers in large and small schools with respect to whether or not differentiated team teaching is asking too much of established teachers.

Change orientation and perceptions of emerging professional roles were related at the .05 level of significance with respect to two desirability variables and five probability variables (desirability meaning the degree to which the concept "should be" for the home economics program and probability meaning the likelihood that the concept "will be" for the home economics program in the next ten years). These variables were as follows:

1. Desirability: A wide array of educational systems (courses, workshops, television, cassettes) should be made available to home economists for use in re-training, updating, or maintaining professional competence.
2. Desirability: Home economists should be taking a leading role in developing and testing theories and strategies for beneficial social change through families.
3. Probability: More home economists will be prepared for and seek top management positions in business and industry in the next 10 years.
4. Probability: Home economists will be increasingly involved in the shaping of public policies affecting families and consumers at the local, state, and national levels in the next 10 years.
5. Probability: Home economists will be taking a leading role in developing and testing theories and strategies for beneficial social change through families in the next 10 years.
6. Probability: In an attempt to adapt to the new and different, home

economists will be neglecting traditional values and concerns in the next 10 years.

7. Probability: Increased recognition will be given to the contributions of young home economists within the profession in the next 10 years.

The following relationships were found between change orientation and perceptions of emerging professional roles held by teachers of home economics in Virginia at the .01 level of significance.

1. Desirability: More attention should be given to defining the major and relevant concepts for each subject matter area within home economics.
2. Desirability: More attention should be given to increasing our knowledge and understanding of a wider variety of groups of people and of diverse living styles.
3. Desirability: Increasing priority should be given to developing communication skills.
4. Desirability: Increasing attention should be given to the development of curriculums and internships for the preparation of professional researchers in home economics.
5. Desirability: More home economists should be prepared for and seek top management positions in business and industry.
6. Desirability: Business trainee programs and management workshops should be made available to home economists.
7. Desirability: Home economists should be encouraged to aggressively enter the political arena and serve in key positions including legislative and executive branches.
8. Desirability: Home economists should be increasingly involved in the shaping of public policies affecting families and consumers at the local, state, and national levels.

9. Desirability: Home economists should be involved in training paraprofessionals who give direct services to the family (homemaker aids, child care workers, etc.).
10. Desirability: Home economists should be taking a stand more frequently on public issues.
11. Probability: Home economists will be involved in training paraprofessionals who give direct services to the family (homemaker aids, child care workers, etc.) in the next 10 years.
12. Probability: Home economists will be taking a stand more frequently on public issues in the next 10 years.

Change orientation was negatively related to years in teaching and age at the .05 level of significance and to years in the same school at the .01 level of significance.

Four variables were common to both desirability and probability. These were as follows:

1. More home economists should be/will be prepared for and seek top management positions in business and industry.
2. Home economists should be/will be increasingly involved in the shaping of public policies affecting families and consumers at the local, state, and national levels.
3. Home economists should be/will be involved in training paraprofessionals who give direct services to the family (homemaker aids, child care workers, etc.).
4. Home economists should be/will be taking a stand more frequently on public issues.

Perceptions of emerging professional roles. Although an overall analysis revealed no significant differences in perceptions of emerging professional

roles with respect to level and size of institutional program, a variable by variable analysis revealed significant differences in specific variables. These variables for desirability and probability were the following:

1. Desirability, as to level with a probability of .0119: Differences existed between high and junior high schools for the concept: Increased emphasis should be placed on the development and use of research storage retrieval, and dissemination systems (computers, data banks, etc.).
2. Probability, as to size with a probability of .0255: Differences existed between large and medium sized schools for the concept: Increased attention will be given to the development of curriculums and internships for the preparation of professional researchers in home economics.
3. Probability, as to size with a probability of .0384: Differences existed between large and medium sized schools for the concept: Home economists will be encouraged to aggressively enter the political arena and serve in key positions including legislative and executive branches.
4. Probability, as to level and size with a probability of .0346 for the AB (interaction) factor. This variable stated that: Home economists will be taking a leading role in developing and testing theories and strategies for beneficial social change through families.
5. Probability, as to level with a probability of .0367: Differences existed between high and junior high schools for the concept: In an attempt to adapt to the new and different, home economists will be neglecting traditional values and concerns.
6. Probability, as to level and size with a probability of .0026 for

A factor (level) and a probability of .0375 for B factor (size). This variable stated that: Increased recognition will be given to the contributions of young home economists within the profession.

Figure 2 presents the relationships of means for desirability and probability of the 17 variables used to measure perceptions of emerging professional roles held by teachers of home economics in Virginia. Although most of the concepts were perceived as slightly more desirable than probable, two concepts were seen as more probable than desirable. These concepts were:

1. Variable 2: Food preparation and clothing construction will be/should be dropped from all college and university curriculums.
2. Variable 15: In an attempt to adapt to the new and different, home economists will be/should be neglecting traditional values and concerns.

It was interesting to note that the highest number of responses for undecided in desirability and probability factors were with respect to variable 7 which stated that: Increased emphasis should be/will be placed on the development and use of research storage, retrieval, and dissemination systems (computers, data banks, etc.). The next two highest responses of uncertainty were with respect to variables 6 and 10. Variable 6 dealt with the development of curriculums and internships for the preparation of professional researchers in home economics. Variable 10 was referenced in encouraging home economists to aggressively enter the political arena and serve in key positions including legislative and executive branches.

Although the overall analysis revealed no significant differences in professional commitment with regard to size or level of institutional program, three significant relationships were found between perceptions of emerging professional roles and professional commitment. These relationships were:

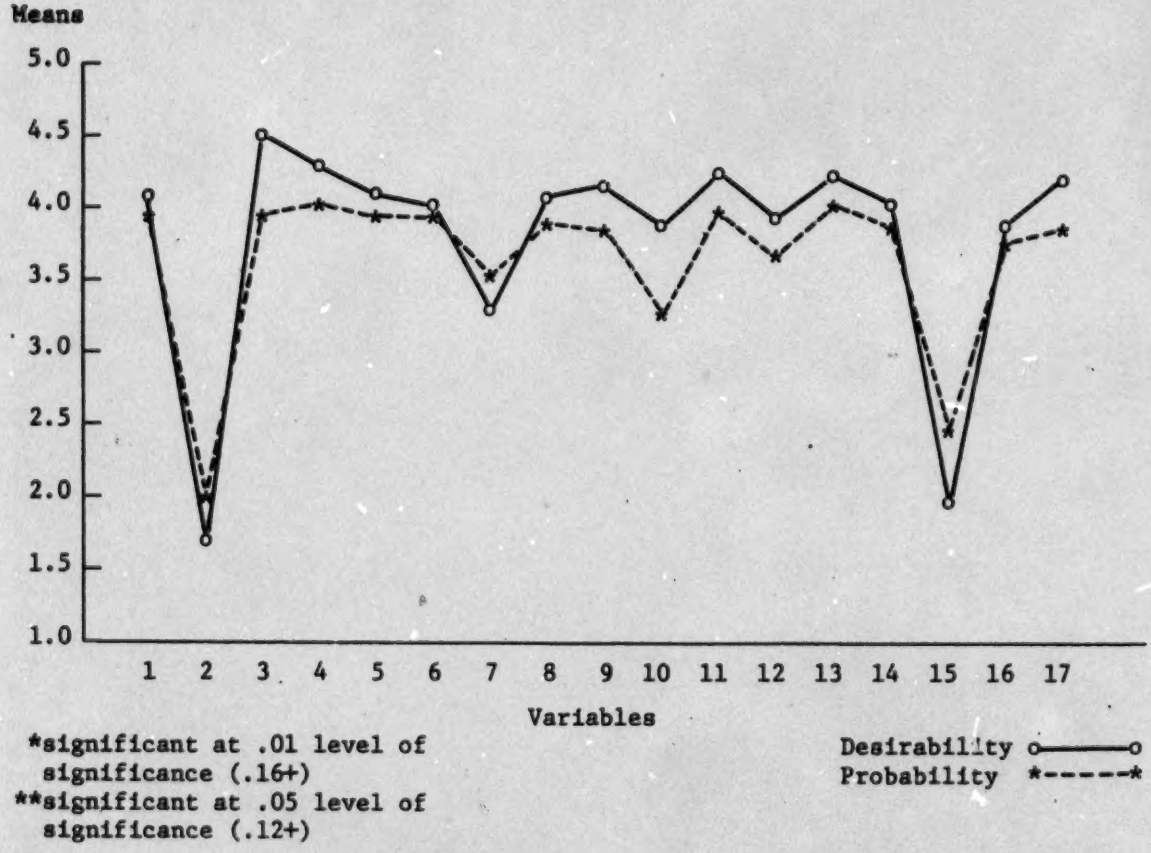


Figure 2. Relationships of means for desirability to probability for the 17 variables used to measure perceptions of emerging professional roles held by teachers of home economics in Virginia.

1. Probability (r=.1595): More home economists will be prepared for and seek top management positions in business and industry.
2. Probability (r=.1285): Home economists will be encouraged to aggressively enter the political arena and serve in key positions including legislative and executive branches.
3. Probability (r=.1866): Home economists will be involved in training paraprofessionals who give direct services to the family (homemaker aids, child care workers, etc.).

A factoral analysis of the MOPC revealed a means of 37.45 and a standard deviation of 1.859. Matrix loadings revealed the correlation of professional commitment scores to change orientation scores of .057; therefore, no significant relationships were found between professional commitment and change orientation.

Positive relationships were found between professional commitment and the following biographical data:

1. The number of professional publications read monthly.
2. The use of workshops as a source of new ideas used in teaching.
3. The use of supervisors as a source of new ideas used in teaching.
4. The use of magazines and journals as a source of new ideas used in teaching home economics.

No significant relationships were found at the .01 or .05 levels of significance between professional commitment and degree held, college courses or peers as a source of new ideas in teaching home economics, the number of unique features in the home economics program, or school setting (rural or urban).

Responses to the MOPC as perceived by teachers of home economics in Virginia revealed the following: (1) 55 percent do not take an active part

in professional organizations; (2) 16 percent do not belong to professional organizations; and (3) 12 percent do not feel that they should belong to professional organizations. With regard to community affairs, 25 percent do not involve themselves in community affairs, and 18 percent do not engage in at least one service project. Affective concerns revealed that: 74 percent accept their weaknesses as limitations, 34 percent perceive themselves as being afraid of self-knowledge, while 97 percent reported that they are aware of their own needs.

Biographical and professional data. An analysis of data revealed the following description of teachers of home economics in Virginia:

1. One-third had taught 16 - 25 years, while 20 percent had taught 3 - 5 or 6 - 10 years.
2. One-third had taught in the same school 3 - 5 years, whereas one-fifth had taught in the same school for either 6 - 10 years or less than 2 years.
3. One-fourth had taught in two states while 63 percent had taught in only one state.
4. Only 6 percent had taught in both rural or urban settings, while 36 percent had taught in predominantly urban settings and 30 percent had taught in predominantly rural settings.
5. The average income range of these teachers was $10,000 - $14,999, while 31 percent received $15,000 - $19,999 and six received $20,000 - $24,999.
6. One-third fell into the age range of 45 - 50, while 33 percent were in the age range of 23 - 29. Collectively, the age ranges of 30 - 36 and 37 - 43 represented only 29 percent of the sample.
7. Three-fourths read two to four professional publications monthly,

while 10 percent read five to eight professional publications monthly.

8. Over 75 percent held bachelors degrees only. Masters degrees were held by 20 percent, while eight held certification above a masters degree. One held an associate of arts degree, while no doctoral degrees were held.
9. Major sources of new ideas used in teaching home economics in the order of importance were: (a) magazines and journals, 86 percent; (b) workshops, 68 percent; (c) peers, 58 percent; (d) college courses, 52 percent; and (e) supervisors, 42 percent. Only 16 percent of the sample reported the use of ideas other than those listed above; a total of 25 were submitted.
10. Of the 284 teachers in the sample, 200, or 70 percent perceived themselves as having no unusual or unique features in their programs, while 84, or 30 percent, had at least one new feature. Two features were reported by 38 of the group, three features were reported by 17 teachers, and four or more unique or unusual features were listed by 13 of the teachers.

Biographical and professional data were significantly related to professional commitment at the .01 level of significance for: (1) number of years in teaching, (2) number of years in the same school, (3) income, and (4) age.

Additional findings. It was not a purpose of this study to detect differences between the adopter categories of laggards and innovators-early adopters. However, the researcher decided to investigate some aspects which not only appeared in the literature as significant in making such categorizations, but also which were used in the development of the COI. The Wilks Lambda test of significance revealed the following:

1. Significant differences existed between laggards and innovators-

early adopters with respect to overall scores on the COI with a probability of .0000. Laggards received a group mean of 71.08, while innovators-early adopters received a mean of 95.58 out of a possible score of 105.

2. Significant differences existed between laggards and innovators-early adopters with respect to overall scores on perceptions of emerging professional roles with a probability of .0007 for desirability and .0181 for probability.
3. Only one of the 21 biographical and professional variables showed a significant difference: laggards spent from 6 - 10 years in the same school, while innovators-early adopters spent from 3 - 5 years in the same school.
4. No significant differences were found with respect to degree held, or the time required to return the opinionnaire.
5. Significant differences were found between laggards and innovators-early adopters for variable 9: I find that individualized instruction using behavioral objectives is valuable in helping the student succeed. Laggards were in greater agreement with the concept than were innovators-early adopters.
6. Significant differences were found between laggards and innovators-early adopters with regard to change orientation variable 14: As part of a teaching team I could spend more time developing creativity, responsibility, and habits of inquiry in students. Laggards were in greater agreement with the concept than were innovators-early adopters.

Findings 5 and 6 run counter to the usual expectations that innovators-early adopters adopt new ideas earlier than laggards. Could it be that the

innovators-early adopters perceive themselves as adequately creative without the assistance of others?

Conclusions

The following conclusions derived from the findings related to the research hypotheses appear appropriate:

Change orientation. Based upon findings related to the research hypotheses the following conclusions appeared appropriate for change orientation:

1. Since teachers of home economics in Virginia exhibited no significant differences in overall analysis of change orientation with regard to level or size of institutional program, it was concluded that hypotheses 1 and 2 could not be rejected.
2. Teachers of home economics in Virginia did exhibit significant differences in change orientation with regard to level and size of institutional program when specific variables were analyzed; consequently, it was concluded that:
   a. Teachers in small schools agree to a greater extent than do teachers in large schools that individualized instruction using behavioral objectives is valuable in helping the student succeed.
   b. Teachers in large schools agree to a greater extent than do teachers in medium sized schools that differentiated team teaching is asking too much of established teachers.
   c. Teachers in large high schools disagree to a greater extent than do teachers in large junior high schools that team teaching allows them to put more varied content into lesson plans.
   d. Teachers in small high schools and junior high schools disagree

less than do teachers in either large and medium sized high schools or large and medium sized junior high schools that team teaching allows them to put more varied content into lesson plans.

3. Since change orientation was found to be negatively related to (1) number of years in teaching, (2) age, and (3) number of years in the same school, it was concluded that:
   a. The longer one teaches the less change oriented one tends to be.
   b. Younger teachers tend to be more change oriented than older teachers.
   c. The longer one remains in the same school the less change oriented one tends to be.
4. Since change orientation and perceptions of emerging professional roles were found to have significant correlations at both the .01 and .05 levels of significance, it was concluded that for specific variables a positive relationship existed between change orientation and specific variables. Significant at the .01 level of significance were the following concepts:
   a. Making available to home economists a wide array of educational systems for retraining, updating, and maintaining professional competence.
   b. Taking a leading role in developing and testing theories and strategies for beneficial social change through families.
   c. Preparing for and seeking top management positions in business and industry.
   d. Becoming increasingly involved in shaping public policies affecting families and consumers at local, state, and national levels.
   e. Neglecting traditional values and concerns in an attempt to

adapt to the new and different.

f. Giving contributions of young home economists increasing recognition.

Significant relationships existed at the .05 level of significance for:

a. Defining major and relevant concepts for each subject matter area within home economics.

b. Giving more attention to increasing knowledge and understanding of a wider variety of groups of people and of diverse living styles.

c. Developing communication skills with increasing priority.

d. Giving increasing attention to developing curriculums and internships for preparing professional researchers in home economics.

e. Seeing business trainee programs and management workshops available to home economists as desired.

f. Entering the political arena and serving in key positions including legislative and executive branches.

g. Training paraprofessionals to give services to the family.

h. Taking a stand more frequently on public issues.

Perceptions of emerging professional roles. Based upon findings related to the research hypotheses the following conclusions appeared appropriate for perceptions of emerging professional roles:

1. Emerging professional roles were perceived to be more desirable than probable with the exception of two variables which were more probable than desirable.

2. Teachers in large schools agree to a greater extent than do teachers in medium sized schools that in the next 10 years: (1) increased attention will be given to the development of curriculums and

internships for the preparation of professional researchers in home economics; and (2) home economists will be encouraged to aggressively enter the political arena and serve in key legislative and executive branches.

3. Teachers in small schools agree to a greater extent than do teachers in either medium sized or large schools that increased recognition will be given to contributions of young home economists in the next 10 years.
4. Teachers in high schools agree to a greater extent than do teachers in junior high schools that in an attempt to adapt to the new and different, home economists will be neglecting traditional values and concerns in the next 10 years.
5. No significant relationships existed between professional commitment and change orientation.
6. When subjected to 284 subjects, it was concluded that the instrument, COPER Opinionnaire, was reliable in measuring perceptions of emerging professional roles held by teachers of home economics in Virginia for the purposes of this study.
7. Since teachers of home economics in Virginia exhibited no significant differences in overall analysis of perceptions of emerging professional roles with regard to level or size of institutional program, it was concluded that hypotheses 3 and 4 could not be rejected.

Implications

On the basis of findings and conclusions from this study and the accepted limits of significance established for accepting or rejecting hypotheses, the

following implications are presented. These implications appear to apply to educational program planning and forecasting, educational research, and to programs of teacher education, both pre- and inservice.

1. The finding that no significant differences existed between change orientation and perceptions of emerging professional roles with respect to level or size of institutional program in an overall analysis, but that significant differences did exist in a variable by variable analysis, implies that should programs of planned change with respect to acceptance of emerging professional roles become necessary for teachers of home economics in Virginia, individual assistance on a local rather than on a statewide level might prove to be more beneficial and effective for teachers as well as for administrators. If this is so, an additional implication appears to be that greater responsibility for implementing changes with teachers rests with the local supervisors. However, the finding that only 42 percent of the teachers perceived their supervisors as a source of new ideas used in teaching could imply that an investigation is in order to determine the change orientation or innovativeness and the effectiveness of communication skills held by local supervisors.
2. Inasmuch as the desirability factor revealed higher means than the probability factor in the perceptions of emerging professional roles, and since there were significant differences in perceptions for specific variables, an implication appears to be that although teachers recognize these as new roles which are desirable, they do not see them as likely to become a reality in the next 10 years. Thus, an investigation as to why this discrepancy exists appears to be in order. Does a need exist for an examination of administrator competencies in

communication skills? Do these teachers need greater administrative assistance and support in the form of positive examples of innovative attending behavior? Do administrators need to exhibit an increased understanding of and greater insight toward the change process, techniques for implementing change, and reasons for resistance to change?

3. Although a discrepancy in means exists between desirability and probability of responses in the perceptions of emerging professional roles, the almost parallel uniformity of the response patterns of all but two of these responses implies a homogenity in perceptions of teachers as a group toward these concepts. Thus, this factor could provide a basis for initiating strategies for planned change in teacher pre- and inservice training.
4. The conclusion that no significant relationships existed between change orientation and professional commitment appears to imply that for some teachers change orientation may be present without professional commitment and vice versa. By implication the question arises, therefore, as to whether or not one may be professionally committed without belonging to professional organizations. Will leaders in professional organizations need to show greater accountability to those who do join professional organizations to hold memberships?
5. Since professional commitment was significantly related to the use of magazines and journals as a source of new ideas and to the number of publications read monthly, and since magazines and journals were used by 86 percent of these teachers as a source of new ideas used in teaching, an implication exists for educational planners to recognize and capitalize upon this personal investment in professional and self

development. A willingness to glean ideas from these nonpersonal sources may imply a degree of innovativeness (Christiansen, 1965), which, with adequate motivation, may serve to stimulate selective action toward desired changes and toward the diffusion of innovations. Thus, a responsibility and an apparent opportunity is implied for editors, authors, educational leaders, and staff personnel in the publication of significant content.

6. Since 34 percent of the sample (one third) perceived themselves as being afraid of self-knowledge, there appears to be a need for these teachers to receive assistance in human relationships and self understanding. Does the general climate within the school become operative for teachers as it does for students with respect to the "self-fulfilling prophecy"? Do such perceptions evolve from negative relationships with administrators?

Recommendations

Based upon the findings of this study, the following recommendations appear to be appropriate:

1. Since this study was (1) referenced in two studies previously conducted on a national level, and (2) originally conducted on a statewide level, it should be replicated in other states to identify further perceptions of home economics teachers, since such findings could serve to broaden the empirical base for program planning, identification of priorities, and clarification of roles for teachers of home economics.
2. Alternative studies such as peer interviews may serve to eliminate acquiesence or rebellion associated with administrator permission to conduct such studies.

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